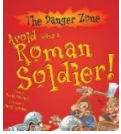
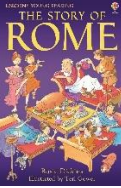

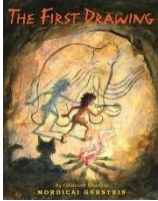
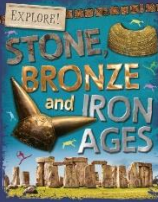
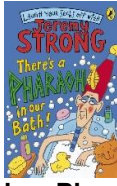
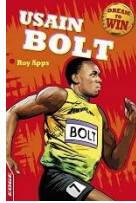
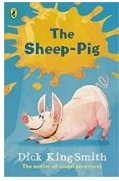


Reading			Year 3		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p><b>Avoid Becoming a Roman Soldier:</b></p>  <p><b>The Story of Rome:</b></p>	 <p><b>Journey to the Centre of the Earth:</b></p>	 <p><b>The First Drawing:</b></p>  <p><b>Explore! Stone Bronze and Iron Ages:</b></p>	 <p><b>There's a Pharaoh in My Bath:</b></p>	 <p><b>Usain Bolt:</b></p>	 <p><b>The Sheep-Pig:</b></p>
<p><b>English lessons:</b></p> <p>Within the Year 3 curriculum, reading and writing are integrated so that children read texts and develop reading strategies which enable them to:</p> <ul style="list-style-type: none"> <li>• Develop background knowledge linked to a context</li> <li>• Extend and immerse the children in subject specific vocabulary</li> <li>• Provide a purpose and meaning for writing</li> </ul> <p>This is achieved through the teaching of reading objectives across a year, which are differentiated through teaching texts which become progressively more difficult as children move throughout their school journey.</p> <p><b>Word reading:</b></p> <p>LI: To begin to develop their understanding of root words to support unfamiliar words and their meanings.            LI: To develop familiarity with exception words within a text and read with some automaticity and fluency.            LI: To identify unusual correspondences between spelling and sound in exception words they are reading.</p> <p><b>Comprehension:</b></p> <p><b>Developing positive attitudes to reading and understanding of what they read by:</b></p> <p>LI: To listen to and discuss a wide range of texts, increasing their familiarity with core texts (fairy stories in story time).</p>					



## Individually Strong, Collectively Stronger!



- LI: To develop an understanding of text purpose when reading.
- LI: To begin to develop an understanding of how to use a dictionary to check the meaning of a word.
- LI: To identify the main theme in a text.
- LI: To develop an ability to prepare and perform poems using expression.
- LI: To identify words and phrases that have an impact on the reader.
- LI: To recognise different forms of poetry.

### **Understand what they read, in books they can read independently, by:**

- LI: To make predictions about events using information given to the reader.
- LI: To check the text makes sense to them considering word meaning.
- LI: To ask simple questions to develop text understanding.
- LI: To infer characters' thoughts and feelings from their actions.
- LI: To begin to identify words and phrases in a text that support their inferences.
- LI: To identify the main ideas across paragraphs within a text.
- LI: To identify how language choice can develop meaning within a text.
- LI: To retrieve and record information from non-fiction texts.
- LI: To participate in discussions about books, listening to the views of others.